DOCUMENT RESUME

ED 139 360 HE 008 993

AUTHOR	Pace, C. Robert
TITLE	Impressions of UCLA. A Questionnaire Survey of Upperclassmen About the University Environment and Experience.
INSTITUTION	California Univ., Los Angeles. Lab. for Research on Higher Education.
PUB DATE	Apr 77
NOTE	36p.
AVAILABLE FROM	Laboratory for Research on Higher Education, Graduate School of Education, University of California at Los Angeles, Los Angeles, California 90024
EDRS PRICE	MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS	College Majors; *College Students; Educational Environment; Higher Education; *Institutional Environment; Institutional Facilities; School Surveys; Social Environment; *State Universities; *Student Attitudes; *Student Opinion; Student Personnel Services; Use Studies
IDENTIFIERS	*University of California Los Angeles

ABSTRACT

In the spring of 1976, a questionnaire was sent to a sample of UCLA upperclassmen. The purpose was to determine how much agreement there was about various features of the university environment and whether students perceptions differed by major fields, campus or off-campus residence, and by other aspects of their experience at the university. This report presents some of the commonly shared viewpoints of students about facilities, services, and university qualities, and about students' use, appreciation, and satisfaction with them. Some analysis of the data is presented. (MSE)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

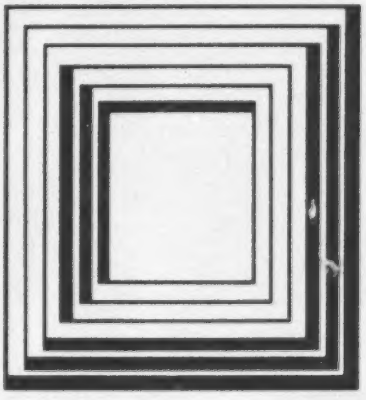
ED139360

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

HE008993

LABORATORY FOR RESEARCH ON HIGHER EDUCATION



GRADUATE SCHOOL OF EDUCATION, UNIVERSITY OF CALIFORNIA, LOS ANGELES

IMPRESSIONS OF UCLA

A Questionnaire Survey of Upperclassmen

about the University Environment and Experience

C. Robert Pace
UCLA Laboratory for Research on Higher Education
Graduate School of Education
April 1977

PREFACE

The laboratory for Research on Higher Education, which is distributing this report, was established in January 1974 in the Graduate School of Education with Allan M. Cartter as its director. The Laboratory has served as an organizational identity for a variety of extramural contracts and grants generated by faculty members in the Higher Education program. Following Allan Cartter's untimely death in August 1976 I was appointed director of the Laboratory. The Laboratory is not a service agency for the UCLA faculty or administration. Nevertheless, the Laboratory can, and will from time to time, conduct research into various aspects of higher education at UCLA with intramural as well as extramural support, depending on the availability and interest of staff members.

A major asset of the Laboratory is its possession of what may well be the largest data bank of information anywhere about college students, institutions, and faculty. Each year since 1966, a representative group of 400 to 600 colleges and universities has administered a questionnaire to its incoming freshmen. These annual freshmen surveys are supported by the American Council on Education and directed by Alexander Astin. The data thus accumulated have provided the baseline for numerous longitudinal studies--studies of what subsequently happens to different kinds of students in different kinds of institutions. Currently, the Laboratory is involved in one such longitudinal study. This is a follow-up of a ten percent national sample of the freshmen who entered in 1970, a follow-up addressed to the general theme of education, work, and leisure, supported by a grant from the National Institute of Education and directed by Lewis Solmon, executive director of the Higher Education Research Institute, in Westwood. Four UC campuses had administered the freshman survey in 1970. For those campuses the Institute is following up all the freshmen, not just a ten percent sample; and the Laboratory will then prepare a special report on what has happened to those UC freshmen. The special analysis of the UC data is supported by President Saxon's office.

The present report, "Impressions of UCLA", was prepared and distributed with funds allocated to the Laboratory by the Graduate School of Education.

C. Robert Pace, Director
Laboratory for Research
on Higher Education
Graduate School of Education

CONTENTS

Impressions of UCLA: A Questionnaire Survey of Upperclassmen about the University Environment and Experience

	pages
Introduction	3-4
The Questionnaire	5-9
Overall Impressions	10-13
Academic Demands	14-16
Esthetic-Expressive Emphases	17-19
Emphases on Values and Social Problems	20-22
Vocational-Occupational Emphases	23-24
Student-Faculty Relationships and Teaching	25-26
Administrative Contacts	27-
Student Activities	28-
Some Group Differences	29-31
General Observations	32-33

INTRODUCTION

In the spring of 1976, we mailed a questionnaire entitled "The University Environment and Experience" to a sample of UCLA upperclassmen. The purpose of the questionnaire was to find out how much agreement there might be about various features of the university environment and whether students' perceptions differed by major fields, campus or off campus residence, and by other aspects of their experience in the environment. The study was one phase of a grant which had been received from the Fund for the Improvement of Postsecondary Education, Department of Health, Education, and Welfare on the general theme of "Better Information for Student Choice". UCLA was one of eleven colleges and universities receiving such grants. Each institution was expected to develop a publication, intended to be read by high school students, which presented information about the college or university that would be different from their customary publications and which might have some particular relevance to student choice about whether or not to attend the institution. At UCLA we wrote a little pamphlet called "UCLA: Who Goes? What's It Like?" which we distributed to several hundred high school students in southern California. The pamphlet drew upon two sources of information. For the question "Who goes" we selected highlights from the annual freshmen survey questionnaire which was filled out by nearly two-thirds of the entering freshmen at UCLA in the Fall of 1975. We simply reported what these students said about themselves, their background, their interests, aspirations, attitudes, and so forth. For the second question "What it's like" we drew upon the responses

of upperclassmen to our survey about the UCLA environment.

Among the high school students who read the pamphlet and who indicated their opinions about it on a postal reply card, the reactions were quite favorable, with approximately 90% of them saying they thought it was helpful, important, interesting, easy to read, and that it gave them a better idea of what it might be like to be a student at UCLA. We subsequently discovered that quite a few UCLA staff members, particularly in those offices which deal with student affairs, were also interested in the pamphlet and we had requests internally for several hundred additional copies.

Having completed our research contract, we decided that it might be of some interest to our faculty colleagues to know what a sample of UCLA upperclassmen had to say about the university environment from their experience in it. For this audience, we can present our results in a different manner, organize it around topics which might be of particular interest to the faculty, and present some of the data in greater detail.

THE QUESTIONNAIRE

There are many ways one might characterize an environment or an institution such as a college or a university. One way, which has been more widely used than any other, has been to ask people who live in the environment to say what they regard as characteristic of it. This collective perception approach is reminiscent of the expression "forty million Frenchmen can't be wrong". If you want to know what it's like in Paducah, Kentucky, ask the people who live there. If you want to know what it's like at UCLA ask the students who go there. That, quite simply, is the notion underlying the inquiry we have made.

The questionnaire consisted of 85 statements. These statements referred to courses, professors, other students, general atmosphere, emphases, expectations, relationships, conditions, facilities, and so forth, which may or may not be characteristic of the environment. Students were asked, on reading the statements, to indicate whether they agreed or disagreed with them. Do they, in other words, think that the statement is reasonably fair, generally true, descriptive, or characteristic of UCLA? They could agree or disagree or express no opinion in response to each of the 85 statements.

The questionnaire itself had a structure or content as follows. The first 36 statements referred to the student's major field. Students responded to those statements with reference to people, programs, and conditions in their own major field. The content reflected academic, scholarly, intellectual emphases; esthetic, expressive, and creative emphases; evaluative, critical, and social concerns; and vocational,

occupational emphases. The second set of items, 27 in all, consisted of statements about three kinds of relationships: relationships among students and in student activities; student-faculty relationships; and relationships between students and various administrative offices and personnel. The general direction of responses here reflect, at one end of a scale, supportive, congenial, helpful, accessible, flexible conditions, and at the other end more remote, impersonal, rigid, and bureaucratic characterizations of the environment. The items referring to relationships were to be answered by students with respect to those student activities and individuals they know best, faculty members they have encountered rather than merely heard about, and administrative offices with which they have had some contact. In other words, we did not ask students to characterize students in general. We asked them to characterize students they knew best. We did not ask them to characterize faculty members in general. We asked them to characterize faculty members in their own major field or the specific faculty members they have had in courses.

The third part of the questionnaire, 22 items, consisted of statements about the university as a whole. These dealt mainly with major features of the campus of the sort that anyone might be aware of such as facilities, services, and outstanding qualities, and with students' use, appreciation, and satisfaction regarding those facilities, services, and qualities.

In developing the content of the questionnaire we began by having informal interviews with small groups of UCLA upperclassmen--students

in different major fields, students in different residence units, and students who might have a special perspective such as a group of student leaders, and a group of minority students. We simply asked them a very direct question, "How would you describe UCLA based on your experience here if you were to characterize this place for the benefit of high school students who might be thinking about coming? What would you tell them?" Their comments together with a review of many items that had been used in other environment questionnaires were sorted into the major dimensions we had decided upon for the UCLA questionnaire. We then developed two alternative forms of a questionnaire which we tried out on approximately 200 students, selected to represent diverse experiences in the environment. Based on the results we obtained from the two preliminary versions of the questionnaire we then selected what appeared to be the best set of statements for inclusion in the final questionnaire.

We wanted to have as our informants about the UCLA environment a group of students who, from their experience, could be expected to be well acquainted with this institution. Accordingly, we requested from the Registrar's office a random sample of approximately 400 seniors who would be obtaining their Bachelor's degrees in June of 1976. This group would of course include a fair number of transfer students as well as students who had taken all or most of their work at UCLA. In order to assure that we had a reasonable number of students whose experience included living in the dormitories or in fraternities and sororities we also asked the Registrar's office for another sample of approximately 400 students, consisting of end-of-year juniors all of whose credits

had been earned at UCLA. From the Registrar's office we received mailing addresses for 779 students. The questionnaire mailed to these individuals early in May 1976 was returned by 402 or 52%. One follow-up postcard reminder approximately ten days after the initial mailing was sent to encourage a response.

To the best of our knowledge the individuals who returned the questionnaire were a good cross-section of those to whom it was sent. The proportion of returns was almost exactly what it should have been among most of the major fields, with two exceptions. We had more questionnaires returned from students who described themselves as social sciences majors than we should have had, and we had a smaller number of responses than we should have had from humanities majors. In other respects, however, such as the proportion of men and women, the proportion of majority and minority students, the returns appeared to be an appropriate sample. We checked one other possibility to estimate whether those returning the questionnaire might in some respect be a biased sample--namely, whether those who returned their questionnaire within the first week after they received it were any different from those who did not return their questionnaire until the third and fourth week and after they had received a postcard reminder. There has been some earlier research suggesting that a difference between early returns and late returns might be predictive of the difference between returns and non-returns. However, we found no differences whatsoever on any of the items in the questionnaire between those who returned their questionnaires promptly and those who did not return them until the very end of the survey.

Since our report about the UCLA environment comes from the responses of only 402 upperclassmen it is important in reading the results which will be presented shortly to have some general notion about the reliability or dependability of the responses. When we are comparing the opinions of people divided according to their major field--Physical Sciences, Life Sciences, Humanities, Social Sciences, Fine Arts, and Engineering--we are dealing with relatively small groups and the potential for sampling error is rather large. Unless the differences between major fields are in the general neighborhood of 15 to 25 percentage points or greater they should not be regarded as particularly dependable or significant. Between larger groups such as men versus women or residents versus commuters, or transfers versus native students, or majority versus minority students differences of 10 to 15 percent are sufficiently large to be regarded with some confidence about their direction and meaning. With these cautions in mind we can now turn to presenting some of the highlights from the analyses of the questionnaire responses.

OVERALL IMPRESSIONS OF UCLA

In designing this survey, we assumed that students' perceptions of what was characteristic of UCLA might differ, depending on their particular experience. At the same time, we also assumed that there might be certain general impressions about the institution as a whole which nearly all students would share, partly because most students would have some basis in their experience for such judgments.

We begin our report, then, with some commonly shared impressions about UCLA. The pairs of statements listed below were answered by students with reference to the university as a whole. The statements refer to major features of the campus such as facilities, services, and qualities and to students' use, appreciation, and satisfaction regarding those facilities, services, and qualities.

	Percent Agree	Percent Don't Know	Percent Disagree
The campus setting and its landscaping and architecture are attractive and distinctive.	96	1	3
Most students genuinely appreciate the esthetic quality of the campus.	70	16	14
The university has many facilities related to student activities and campus life--athletic facilities, the recreation center, eating places and patios, bookstore, student union and meeting rooms, etc.	96	2	2
A lot of students use and really appreciate these facilities.	85	10	5

	Percent Agree	Percent Don't Know	Percent Disagree
The university provides many services for students--student health services, study skills center, counseling center, the placement and housing services, etc.	95	3	2
For many students these services are a real benefit.	80	14	6
There are a great many concerts and cultural events on the campus--music, films, drama, dance, art exhibits, etc.	94	4	2
For most students this is an important and satisfying part of the university environment.	59	27	14
A lot of distinguished public figures come to the campus for special events--lectures, forums, etc.	93	5	2
Many students find this a stimulating part of their college experience.	66	24	10
The university has excellent library facilities.	93	3	4
Most students realize and appreciate the quality of the library resources.	69	19	12
The university's athletic program is extensive and prominent.	88	10	2
For many students athletic events add interest and pleasure to their college experience.	85	12	3

	Percent Agree	Percent Don't Know	Percent Disagree
Most of the academic programs are really strong.	66	24	10
Students realize that they get, or can get, a very solid education here.	69	18	13

Note that the percentage of students who disagree with any of these statements is very small. With respect to some of these general features of the campus the level of student consensus is nearly unanimous. Where the level of agreement with a statement is somewhat lower it is not primarily because more students disagree with it, rather it is because more students checked the response "don't know". Moreover to nearly all of the above statements the percentage of agreement is about the same regardless of the student's major field, sex, residence, or race.

To the last pair of statements in the above list, those referring to academic programs, there were substantial differences in the percentages of agreement expressed by students in the various major fields. For example, "Most of the academic programs are really strong": Physical Sciences percent agree 82; Engineering 77; Humanities 76; Life Sciences 70; Social Sciences 61; Fine Arts 50. To the statement "Students realize that they get, or can get a very solid education here" the level of agreement for the various academic fields was as follows: Humanities 82; Life Sciences 78; Social Sciences 69; Physical Sciences 67; Engineering 54; Fine Arts 44. One needs to remember that the students are not referring to the strength of the academic programs in their own major fields. They are

expressing an opinion about "most" academic programs and about students in general. Among the Fine Arts students 41% simply had no opinion as to whether most academic programs were really strong. Also among Engineering students and among Fine Arts students, between a fourth and a third had no opinion about "students in general". Such results appear to reflect a lack of acquaintance with programs and people outside one's own major field and consequently a reluctance to express any judgment about their quality.

A similar situation is reflected in the generally high percentage of students who expressed no opinion about the statement that for most students the many concerts and cultural events on the campus are an important and satisfying part of the university environment. There was a high degree of agreement among Fine Arts students that they were--namely 79% compared with 59% for the campus in general. However, among the Physical Science students only 49% agreed with this statement, but 38% of the Physical Science majors had no opinion.

What emerges from this first set of results is that a very high proportion of UCLA upperclassmen perceive this institution as esthetically attractive, academically strong, providing many facilities and services for students, rich in cultural events, public lectures, library resources, and athletic attractions.

ACADEMIC DEMANDS

Regardless of their major field, students agree that certain academic demands are characteristic. Describing conditions in their own major field, students' responses showed no significant variation between fields to the following statements:

	Percent Agree	Percent Don't Know	Percent Disagree
Most courses in this field require a lot of study and preparation out of class.	85	4	11
The professors here expect you to think not just memorize answers.	79	7	14
You can't just go to class and do the assignments; you have to put in more effort than that if you want to get anything out of it.	73	8	19
Many courses are a real intellectual challenge.	65	14	21

There were, however, differences between fields in the relative emphasis students ascribed to the following characteristics.

There is intense academic pressure here.	Percent Agree
Life Sciences	83
Physical Sciences	77
Social Sciences	64
Humanities	57
Engineering	55
Fine Arts	31

	Percent Agree
Most courses in this field are abstract and theoretical rather than practical or applied.	
Physical Sciences	70
Social Sciences	65
Humanities	60
Life Sciences	48
Fine Arts	37
Engineering	36
Research methods are emphasized in many courses.	
Life Sciences	75
Humanities	47
Social Sciences	36
Fine Arts	34
Engineering	32
Physical Sciences	27
There is a strong emphasis on preparing students for more advanced work in graduate or professional school.	
Engineering	64
Life Sciences	57
Physical Sciences	53
Humanities	40
Social Sciences	33
Fine Arts	14

All programs have in common, according to the students, a fairly high level of scholarly demands. What distinguishes one major field from another is not this common expectation of effort and high attainment, but the particular emphasis given to the subject matter--emphasis on theory, on research methods, on preparation for graduate work, and on the students' feeling of "academic" pressure.

ESTHETIC-EXPRESSIVE EMPHASES

Here again the responses shown below refer to the student's own major field.

	Percent Disagree
Students in this field have few opportunities to develop creative and expressive skills.	
Fine Arts	83
Humanities	56
Social Sciences	45
Engineering	36
Life Sciences	33
Physical Sciences	32

	Percent Agree
Some of the faculty members encourage students to be imaginative and creative.	
Fine Arts	83
Humanities	66
Engineering	55
Life Sciences	50
Social Sciences	46
Physical Sciences	38

	Percent Agree
Many students in this field go to the concerts and other cultural events that come to campus.	
Fine Arts	80
Humanities	34
Physical Sciences	24
Life Sciences	22
Social Sciences	21
Engineering	0
Students here often talk about movies, music, theater, etc.	
Fine Arts	91
Humanities	69
Social Sciences	53
Life Sciences	48
Physical Sciences	24
Engineering	14
There's a nice esthetic feeling about going to and from classes here.	
Fine Arts	74
Social Sciences	55
Humanities	40
Physical Sciences	32
Life Sciences	28
Engineering	9

Although the proportion of students indicating "don't know" to the above statements about their own major field was generally quite small, there was one statement where the percent of "don't know" responses was very large. In all fields except Fine Arts, nearly half of the students don't know whether many of their colleagues go to concerts and cultural events.

It is of some interest to note that the students who think there is a nice esthetic feeling going to and from classes are ones whose classes are located mainly in the Romanesque central campus and the contemporary sculpture-gardened north campus; and those who have little or no such feeling are students whose classes are located mainly in the south campus.

EMPHASES ON VALUES AND SOCIAL PROBLEMS

Students in differing major fields ascribe different degrees of emphasis to the following statements about their field:

	Percent Agree
A lot of students go to hear prominent speakers who are active in politics, government, or foreign affairs.	
Social Sciences	54
Humanities	46
Life Sciences	32
Fine Arts	17
Physical Sciences	15
Engineering	9
Students are expected to question traditional values and assumptions.	
Humanities	59
Social Sciences	53
Fine Arts	34
Life Sciences	32
Physical Sciences	27
Engineering	14

	Percent Agree
Students sometimes get pretty involved in discussions about values, morality, and ethics.	
Social Sciences	58
Humanities	57
Fine Arts	40
Life Sciences	35
Engineering	18
Physical Sciences	9
There are good opportunities to know and appreciate different kinds of people and different cultures.	
Humanities	82
Social Sciences	71
Engineering	67
Fine Arts	63
Life Sciences	45
Physical Sciences	44
Many students are genuinely concerned about major social problems such as civil rights, justice, energy, and environmental quality.	
Social Sciences	54
Humanities	46
Life Sciences	42
Engineering	41
Physical Sciences	32
Fine Arts	20

What one makes of these results no doubt depends on one's own values. To some, it may be disturbing to note that students in those fields which clearly have a deep impact on our society--physical sciences and engineering--are apparently the least concerned about values, and the quality of life, expecially when one realizes that these students are not just reporting their own attitudes, they are reporting what they believe to be "characteristic" of the people and programs in their major field.

VOCATIONAL-OCCUPATIONAL EMPHASES

	Percent Agree
Most students want to get a degree because of its economic value.	
Physical Sciences	74
Social Sciences	65
Life Sciences	55
Engineering	55
Humanities	44
Fine Arts	26
Professors are helpful and interested in talking with students about vocational and career opportunities.	
Fine Arts	51
Engineering	36
Life Sciences	35
Humanities	35
Physical Sciences	18
Social Sciences	15
Students are encouraged to use the services of the job placement office.	
Engineering	64
Social Sciences	49
Life Sciences	40
Humanities	37
Physical Sciences	32
Fine Arts	9

At UCLA nearly all programs which have a clear occupational orientation are graduate school programs--law, medicine, public health, education, management, architecture, dentistry, social welfare, library science. The respondents in this survey are undergraduates referring to their own undergraduate major field. Perhaps the results shown above are to be expected; but given the students' interest in the economic value of a degree, their perceptions of the faculty's interest in such matters reflects a minority view.

STUDENT-FACULTY RELATIONSHIPS AND TEACHING

The statements related to this topic were answered in about the same way by students in different major fields, by men and women, by residents and commuters, and by transfers and those who have had all their work at UCLA. Reported below, then, are the percentages for the total group of 402 upperclassmen respondents.

	Percent Agree	Percent Don't Know	Percent Disagree
If students make the effort faculty are accessible.	80	9	11
Students who are having difficulty in a course are encouraged to talk with the professor about it.	70	10	20
Faculty are usually very helpful if you go to see them.	60	23	17
Most faculty members try to stimulate student interest and enthusiasm in their courses.	62	12	26
Students often see and talk with the professors outside of class.	44	17	39
Faculty members are concerned that students are learning the material and go out of their way to help them.	37	19	44

To the following item there were substantial differences in the responses by students in different major fields:

	Percent Agree	Percent Don't Know	Percent Disagree
Faculty members usually call students by their first names.			
Fine Arts	71	9	21
Humanities	43	9	49
Life Sciences	43	13	43
Physical Sciences	24	12	65
Social Sciences	18	14	68
Engineering	18	14	68

In responding to these statements about student-faculty relationships, 43% of the students said that they had mainly in mind "all the faculty members I've had", 30% said they thought mainly of "faculty in my major field", and 26% said "all the ones I know plus what I've heard from other students". When the responses were analyzed in relation to these "reference groups", there were several interesting differences, although only two were big enough to be statistically significant. When students were referring mainly to professors in their major field they were more likely to say "faculty members usually call students by their first names", and that "students often see and talk with the professors outside of class". They were also more likely, but by a smaller margin, to think that the faculty were more accessible, and more concerned about students' progress.

ADMINISTRATIVE CONTACTS

	Percent Agree	Percent Don't Know	Percent Disagree
Offices that deal with student advising are generally friendly and helpful.	56	21	24
If people in an office can't answer your questions they usually try to help you find the answers.	52	18	30
Offices that deal with student services--such as health, counseling, etc.--are really personal and helpful.	48	28	24
Most offices seem to be pretty well organized and efficient.	40	23	37
Most administrators are willing to interpret regulations in a way that is helpful to individual or unusual cases.	27	42	31
On the other hand:			
Offices that deal with rules and regulations are typically impersonal and bureaucratic.	71	16	14
The clerks and assistants around here make you feel that they don't have time to bother with you.	46	22	31
The rules here are made to be followed; and it's very difficult to get approval for an exception or special petition.	42	29	29

STUDENT ACTIVITIES

	Percent Agree	Percent Don't Know	Percent Disagree
There are so many activities and events here that students can always find interesting things to do.	85	7	8
There are many opportunities for students to get together in extracurricular activities.	71	14	15
Students often help each other study and review for tests.	60	14	26
It's hard to meet people in class.	56	7	37
Students develop friendships with many people outside their major field.	52	18	30
It's easy to find a congenial group of students to go with to the movies, campus events, athletic events, etc.	37	19	44
Upperclassmen try to help new students adjust to campus life.	16	26	58

In responding to the above statements, students were asked "Which of the following best describes the main origin and base of your student friendships and student activities?" And their answers were "students in my fraternity, sorority, or dormitory" 23%; "students in my major field" 34%; "students in various extracurricular activities or other programs--such as athletics, student government, special interest groups, etc." 16%; "some other base" 27%. When we looked at responses in relation to these reference groups, what emerged very clearly was that the highest percentages of agreement with the statements came from those whose reference group was the residence unit, and the lowest percentages of agreement came from those whose reference group was the major field.

SOME GROUP DIFFERENCES

Men and Women

Of the 85 items in the questionnaire, there were 20 on which the responses of men and women differed by 10 percentage points or more. Most of these items were ones on which there were also significant differences between the responses of students in the various major fields. There are roughly equal proportions of men and women in social sciences and in life sciences; but there are relatively few women in physical sciences or engineering, and relatively few men in fine arts or humanities. Most sex differences were reflections of these differing proportions of men and women in the major fields. Other sex differences in responses were mainly ones related to student activities and relationships, with women more likely to perceive the environment as friendly and supportive.

On-campus and at-home residents

On-campus residents were defined as those who, either during their first year at UCLA or currently, said they lived in a dormitory, fraternity, or sorority. They were, in other words, students who had the experience of living on campus. At-home residents were defined as those who, both during their first year at UCLA and currently, said they lived at home. The differences between these two groups were mainly ones that could be attributed to a greater degree of involvement in campus activities on the part of the resident students. The on-campus students perceived the environment as friendlier, and their fellow students as

more active participants in campus events.

Minority students

Our data do not permit an analysis of responses by different minority groups. We did however ask the upperclassmen to indicate whether they were "majority" or "minority". One-fourth defined themselves as in a minority group. From other reports we know that this is about the right proportion of minority students entering UCLA. The largest number of minority students are Oriental or Asian; and nearly all of the other minority students are Black or Mexican-American.

Although the total number of significant differences between the impressions of majority and minority group students were relatively few--only 16 of the 85 items in the questionnaire--the direction of these differences, as illustrated in the responses shown below, is of some significance.

In referring to their major field, minority groups are more likely to feel that:

	Percent Agree	
	Majority	Minority Groups
There is intense academic pressure here.	63	75

but less likely to feel that:

The professors here expect you to think, not just to memorize answers.	83	67

	Percent Agree	
	Majority	Minority Groups
In referring to student activities and relationships, minority groups are less likely to feel that:		
Students often help each other study and review for tests.	65	47
It's easy to find a congenial group of students to go with to the movies, campus concerts, athletic events, etc.	40	30
In referring to student-faculty relationships and teaching, minority group students are less likely to feel that:		
If students make the effort, faculty are accessible.	84	70
Students who are having difficulty in a course are encouraged to talk with the professor about it.	74	59
Faculty members are concerned that students are learning the material and go out of their way to help them.	41	27
And in referring to the university as a whole, minority group students are less likely to feel that:		
Most students realize that they get, or can get, a very solid education here.	73	59
For many students these services [health, counseling, study skills, placement, etc.] are a real benefit.	82	72
There are many friendly features about the campus, and opportunities for students' personal growth, development, and special interests.	72	58

GENERAL OBSERVATIONS

The impressions of UCLA described in this report came from students who have been undergraduates here for three or four years (76%) or who, if transfer students, have been here for at least two years (24%). The group is not a cross-section of UCLA undergraduates, nor even a cross-section of upperclassmen although it is probably very close to being representative of upperclassmen; rather it is a group of "informed reporters"--informed because, by virtue of time spent here, they have had the opportunity to encounter many of the events, conditions, and people in the UCLA environment, and thus have a good base of experience for their impressions. The percentages agreeing or disagreeing with the various statements reflect the degree of consensus among reporters, or the collective perception. Percentages obtained in this manner have a greater stability than ones obtained by computing an average of individuals each of whom is describing himself. Thirty-five physical sciences majors may be quite diverse in some of their individual experiences, but there might be high agreement among them about what they see as typical or characteristic of people and programs in the physical sciences. This distinction is important to recognize, because it has a bearing on how one interprets the results.

In presenting the results of this survey, we have deliberately not attempted to explain, speculate, or exhort. To some extent the results speak for themselves. In any case, how the results are interpreted, what significance or meaning is attached to them, and what level of skepticism one has about the whole thing depend more upon beliefs and values than

upon logical or statistical inference. If readers find some aspects of the report informative, interesting, and perhaps provocative; and if reading it stimulates discussion and debate, then the purpose in writing it will have been served. My own belief, of course, is that it is both important and desireable for faculty members and administrators whose policies and programs help create the UCLA environment to learn what students, from their experience, perceive as characteristic of it.

.....

Throughout the project which included the development and analysis of the environment survey, Nancy Mattice, doctoral candidate in higher education, served as Research Assistant. Subsequently Jack Friedlander, also a doctoral candidate in higher education, assisted in pulling together the data for the present report. My occasional use of the word "we" in this report is a recognition of their involvement in its production.

C.R.P.